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ABSTRACT

Since Students in Freshman English face the problem of feeling that they cannot begin to match the professional writers whose essays they read, an experiment was designed in which instructors used well-written themes of fellow students as examples of good writing on a level more attainable than the professional essayist. Pairs of themes--one well written, one poorly written--were read, discussed, and compared by students in the experimental group before actually writing a specific rhetorical assignment, while the control group was taught by the instructor's conventional method. Themes of both experimental and control classes were judged according to a "Behavioral Objective" (for thesis statement, organizational outline, theme body, introduction, and conclusion) agreed upon by the Project Director and colleagues as "writing." Results were twofold: (1) the comparative method seemed to be effective in the teaching of some kinds of themes (e.g., definition, comparison-contrast, diagnostic themes) and ineffective in others (e.g., illustration themes); and (2) the Behavioral Objective used to measure and evaluate both sets of themes proved to be the greatest contribution of the project. Five graphs included in this report may be illegible in hard copy reproduction. (JMC)

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ENGLISH COMPOSITION BY A COMPARATIVE METHOD

USING AN OPERATIONALLY DEFINED THEME EVALUATION TECHNIQUE

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SUMMARY

Students in Freshman English face the problem of feeling that they cannot begin to match the professional writers whose essays they read. There is a definite need, then, for instructors to use themes written by fellow students so that a student whose assignment is to write a particular form of rhetoric may examine samples of good writing on a more attainable level, than the professional essayist. Because it was felt that if they saw themes written by fellow students, including poor themes as well as good ones, they would have a better understanding of a certain rhetorical assignment, an experiment was conducted to evaluate a comparative method of teaching. The method consisted of a pair of themes for several kinds of rhetoric in which a poor theme and a well-written theme were read and discussed by students in the experimental group before actually writing that specific rhetorical assignment. (The control group was taught by the instructor's conventional method.) In order to evaluate themes written by both experimental and control classes, a Behavioral Objective for grading themes was devised. The Objective was a specification or definition of what the Project Director and colleagues agreed upon as "writing" in English Composition I. (See Appendix A)

The results of the experiment were twofold: (1) The comparative method seems to be effective in the teaching of some kinds of themes and ineffective in others; (2) As was anticipated, the greatest contribution of the project was the effectiveness of the behavioral objective used to measure and to evaluate the themes from experimental and control classes. An exceptionally high coefficient of correlation was determined --- .782 at the .01 level when the scores of the two graders were compared. During the semester in which material was tested, two major problems were seen: one problem was attendance in classes during campus unrest at the latter part of the semester, and the other was the lack of uniformity in using the experimental material and in making assignments in one of the instructor's classes. Despite these two problems which may have been a limiting factor in gathering data, the experiment was completed; furthermore, there seems to be evidence gained from the experiment which suggests the need for further evaluation of both the Behavioral Objective used in grading and the comparative method of teaching rhetoric used in Freshman Composition.

INTRODUCTION

Because of the growing emphasis on how to "motivate" the student to write on something which incorporates interesting, colorful, and original material rather than on rhetoric, there seems to be a definite lack of instruction in form and organization at present in the area of Freshman Composition. Many of the freshman English texts include rhetorical categories, yet in the teaching field itself, the emphasis still remains on "motivation". One can see how rhetoric in the beginning semesters of college English could become confusing to the student if he is urged to use forms of rhetoric, such as definition, illustration and comparison-contrast, and yet is given no instructional samples other than of professional essayists. The main difficulty that students have in using rhetorical forms is that they feel they cannot begin to match the professional writers whose essays they read; students need to be able to examine sample themes written by fellow students. Many institutions do have student handbooks containing sample themes, but it is unusual to find those with emphasis on the kinds of rhetoric used in freshman English. It was felt that perhaps if students could examine and discuss themes which dealt with specific kinds of rhetoric, one which exemplified poorly written as well as good themes, the first semester student could discover more graphically how rhetorical form can be achieved as well as how organization and development make competent writing.

In order to present both poorly-written and well-written themes to a class of students for instructional value, a comparative method of teaching composition was devised. As a guideline for choosing the themes to be used, consideration was given to clearly establishing what is meant by "writing". In this instance, writing did not mean paying attention to mechanical difficulties which stand out, while allowing irrelevant arguments or bland generalizations to go unnoticed. Sample themes were chosen for their ability to recognize a subject and its boundaries, to order and support the central idea dealing with the subject, to conduct the argument with quality rather than quantity, and to show a "feel" (ability to use words as a vehicle of thought and feelings and to choose novel ideas as well as control the language) for words. Whereas, the sample themes were required to show competence in writing, they were also required to exemplify one specific form of rhetoric, such as definition, illustration, comparison-contrast, or cause-effect. After the sample themes in the well-developed category were chosen, their poorly-written counterparts in the same rhetorical form and central idea were chosen to complete a matched pair of themes on the same topic with varying degrees of value.

In order to assemble and classify a collection of comparative themes, dozens of student papers were re-read to find papers which demonstrated a poorly-developed approach on a certain topic to contrast with a well-developed approach on the identical topic with the identical form of rhetoric. Categories for the kinds of

rhetoric used were: (1) Definition; (2) Comparison-Contrast; (3) Illustration-Example; (4) Cause-Effect ; (5) Symbolism. In the experimental class, each pair of themes were presented to the students to read in order to have a class discussion on which was the better theme and why and which was the poor theme and what was lacking. By examining and discussing the pairs of themes, it was hoped that the students would become more selective in their ability to develop a theme with competence in writing.

To carry out this experiment, a behavioral objective was devised to define operationally what one means by "writing" in freshman composition. After consultation and evaluation by discussion with other instructors and interested parties, the operational definition was applied in a few instances of writing and then was restated after further meetings and discussions of a points system and refinement of the operational definition. (See Appendix A) Because Dubin and Traveggia, in their book called Teaching-Learning Paradox, seem to feel that emphasis on comparative studies is no longer fruitful, it was felt even before the experiment was conducted that the comparative method might not prove to be the most outstanding point, but that the most significant contribution to come out of the comparative teaching method might be the operationally defined statement of a freshman theme. The results of the experiment seem to indicate that this supposition was indeed true.

Because early in the Semester it could be determined that a special problem of teacher bias was arising out of the effort to avoid bias, the plan to have one instructor introduce the comparative theme materials to the experimental class rather than the Project Director was changed to include a second instructor and an entirely separate set of classes. Apparently, the first instructor did not always have an opportunity to study the comparative theme material adequately to gain full instructional possibilities; therefore, an additional pair of classes (one control and one experimental) was added to the research project. A second assistant professor agreed to use two English Composition II classes so that the teaching method could be researched in a second experiment which included three sets of composition themes.

METHODS

Presentation of the Experimental Material

After the experimental material was presented to the respective classes, the themes from both the experimental and the control classes were graded by two assistant professors who served as graders for the experiment. The Project Director kept a record of each pair of classes and the scores for each individual student. Within the total points of each individual theme, the scores were also kept for each of the sections into which the theme was divided. For example, the student was

allowed a total of 90 points per theme, and within that point he could acquire points as follows:

(1)	The Thesis Statement	Worth 15 points
(2)	Organization	Worth 15 points
(3)	The Body Development	Worth 30 points
(4)	The Introduction	Worth 15 points
(5)	The Conclusion	Worth 15 points

Although the total number of points possible for a theme is 90 points, the total number of points is then converted to a grade number of one to fifteen. The theme grade, then, can be from one to fifteen. The conversion scale method was suggested by Mr. Irving Gersten, the instructor using the comparative theme project material in the experimental class, who had used this method when grading with a group evaluating Graduate Record Exam themes. The conversion scale is used to help eliminate teacher bias between graders. (See Appendix A for an example of the scale.)

If a student were to obtain seven (7) points for each of those five categories, his score would be 35 total points. His grade would then be converted to a scale which ranges from one to fifteen points, with fifteen being the highest possible grade. Sample illustrations of score sheets are included in Appendix B.

Findings and Analysis

After computation of grades from experimental and control classes, the findings are as follows:

1. In the use of the point system between the two graders, the overall coefficient of correlation is significantly high. The significant r indicates there is a high degree of agreement in use of and in interpretation of the behavioral objective between the two graders. It was found that $r = .743$ at the $p < .01$ level.

   When the two graders were compared within the sections in the total grade points, it was found that r varied slightly. For example, in the sets of themes on Symbolism in Gies' class, $r = .725$, whereas on her Comparison-Contrast themes, $r = .562$.

2. Findings - Gersten's Classes with Four Sets of Themes (Diagnostic, Comparison-Contrast , Definition and Illustration)

   a. There was no significant difference ($p > .05$) in the Ohio Psychological Scores between the two classes. (See Appendix C for O.P. Scores.)

b. In Theme I, the Diagnostic theme, there was no significant difference at the .01 level. However, there was a significant difference at the .05 level in favor of experimental class. Since in the diagnostic themes no experimental material was used, there would need to be a significant difference at a higher (.01) level in future matched themes in order to show any definite improvement.

By breaking down Theme I into the theme sections of organization and development, it was found that there was no difference at either level in development (combined Sections 3, 4 and 5), yet there was organization (1 and 2) at the .05 level ($t = 2.6275$) but not at the .01 level. This score suggests that the experimental group was slightly higher in ability to organize than the control class at the beginning of the project.

c. In Theme II, Comparison-Contrast Theme, the statistics came out similar to those in Theme I; i.e., in total matched students there was a significant difference at the .05 level (but not at .01) in favor of the experimental group.

However, when comparing the matched students only, there was also a significant difference at the .01 level in favor of the experimental class.

By breaking down theme sections, it was found that the difference in Theme II, however, was in favor of the experimental group in the development section rather than organization. This score could possibly suggest a slight improvement in the development section in experimental groups as well as in organization in control groups.

d. In Theme III, Definition Theme, there was a significant change in favor of the experimental group. It was found that the experimental group showed a significant difference at the .01 level. This score shows there is a difference between these two methods. By breaking down the theme sections, it was found that there was a significant difference at the .01 level in both organization and development in favor of the experimental group. (In organization $t = 3.95$; in development $t = 3.913$). The experimental group improved significantly in both organization and development of the Definition Theme when given the comparative theme material.

e. In Theme IV, the instructor failed to assign the same amount of time to both classes; i.e., one class wrote an outside theme and the

other class an in-class theme. Therefore, Theme IV scores were not included in the statistical analysis. (For comparative theme material, see Appendix D)

f. In Theme V, Illustration Theme, there was no significant difference at either level for the experimental group. This score suggests that the comparative theme material used in the experimental group was not significantly better than the instructor's conventional method.

g. In the total, overall comparison of scores, it was found that $t = 1.6554$ with a df of 137. Therefore, there is no significant difference in the overall view of the comparative theme material. It is in the individual theme comparison that a difference can be determined. It must be concluded, then, that the comparative theme method can be effective in certain kinds of themes, particularly definition (see Section IV of Report, Graphs of individual students' progress in sections of themes), but that since there is no overall significant difference in the means between the two methods of instruction, the experimental and conventional methods in general are equivalent. For a complete chart on Mr. Gersten's classes, see Section IV, Chart #1.

3. Findings - Gies' Classes (Diagnostic, Symbolism and Comparison of Imagery in Two Poems)

a. In the comparison of Ohio Psychological Scores between the two classes, there was no significant difference. $p > .05$ (See Appendix C for chart).

b. In the three pairs of themes assigned, there was no indication in favor of the comparative theme method administered to the experimental class. In Theme I, Diagnostic Theme, $p > .05$.

In Theme II, Symbolism, there was a significant difference, $p < .01$, when comparing means between classes of unmatched students. (With a df of 43, $t = 3.6115$ in favor of control of unmatched students.) One interesting point, however, is that when comparing means between the classes in which matched students only were considered, there was no significant difference: $p > .05$.

By breaking down the theme into sections of organization (1 and 2), development (3, 4, and 5), it was determined that although section 1 and 2 on organization had no significant difference, in section

3, 4 and 5 on development, there was a significant difference in favor of the control class at the .05 level, but not at .01: $p < .05$, favor control.

These scores indicate that the control class in which conventional method was administered was slightly more successful in development than the one in which the comparative-theme method was used. But in the comparison of means of the total theme points of matched students only, there was not a significant difference.

In Theme III, final theme of the semester, it was found that no significant difference occurred within either the control or the experimental groups. It would have to be stated, then that the comparative theme method was ineffective in the two kinds of themes administered in the English Composition II experiment, the one on Symbolism and the one on comparison of imagery in two poems, and that this particular ability did not teach better than the conventional method. For chart on scores, see Section IV Chart #2.

RESULTS

1. Chart on significant differences of Gersten's classes follows.

2. Chart on Gies' classes follows.

3. Graphs on theme sections in Gersten's and Gies' classes follows. There are several noticeable points to consider:

   a. Graph #1 indicates a comparison of sections 1 and 2 of theme points for organization in control (solid lines) and experimental (dotted lines) groups. One may determine at a glance that only three out of seventeen students completed the four theme assignments in the statistically matched pairs.

   b. Graph #2 indicates a comparison of theme points (for Sections 3, 4 and 5) for development in control and experimental classes.

      One may examine these scores to determine whether or not a student has progressed in either organization or development. For example, the score on Student # 7 in Gersten, Graph #1 shows that in organization, the experimental student improved on a gradual sclae, whereas the control student had an erratic improvement. The score on Student #6, though, had a different rate of progress: The control student improved on a gradual scale,

whereas the experimental student stayed at much the same level, higher than that of the control student. In Graph #2, however, we can see that the experimental student in #6 improved gradually in organization so that the scores of the experimental and control seem even; the control student, however, did not progress at the same degree.

c. In Graph #3 and 4, the Gies classes, much the same information may be observed. Furthermore, one possible significant observation might be that in those students with lower Ohio Psychological Scores (around 60 or lower), such as students # 6, 8, 10, 12, 13, 14, 16, more experimental students tended to improve at a consistent rate than those of the control students. For further comment, see Recommendations, Section VI.

d. Graph #5 indicates that there can be a marked difference in comparing the means between two methods when considering statistically matched students only, rather than the entire class of matched and unmatched students.

Gersten's Classes

	Unmatched, Entire Class	Matched Students Only (Entire Class)	Matched Theme Sections 1 and 2	Theme Sections 3, 4 and 5
Theme I Diagnostic	Significant Difference - favor experimental group. $p < .05$	Significant difference favor experimental group. $p < .05$	Difference at .05 level	No significant difference
Theme II Comparison/ Contrast	Significant difference. $p < .05$	Significant difference $p < .01$ *	No difference.	Significant difference. * $p < .05$
Theme III Definition	Significant difference $p < .01$	Significant difference $p < .01$ *	Significant difference * $p < .01$	Significant difference * $p < .01$
Theme IV Illustration/ Example		Significant difference $p < .05$	Significant difference * $p < .01$	No significant difference at either level

* Indicates possible significant improvement in average grade means

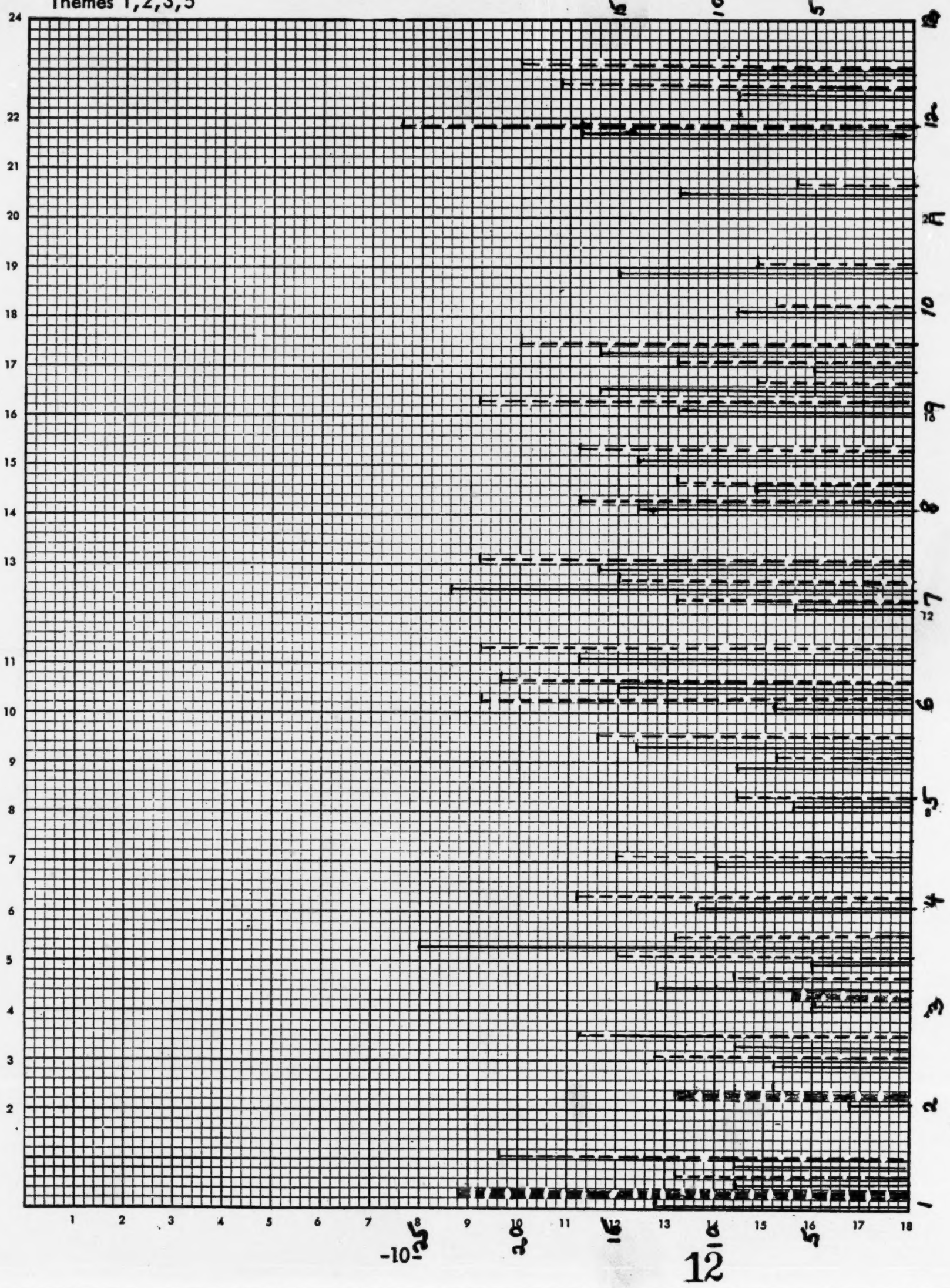
Gies' Classes

	Unmatched Entire Class	Matched Students Only Entire Class	Matched Students Only Theme Sections 1 and 2	Matched Students Only Theme Sections 3, 4 and 5
Theme I Diagnostic	No significant difference at .01 level $p > .05$	No significant difference $p > .05$	No significant difference $p > .05$	No significant difference $p > .05$
Theme II Symbolism	Significant difference in favor of control level in Section 3, 4, and 5 $p < .01$	No significant difference at either level $p > .05$	No significant difference $p > .05$	No significant difference at .01 for matched but significant difference at .05 favor control
Theme III Comparison of imagery in two poems	No significant difference $p > .05$	No significant difference $p > .05$	No significant difference $p > .05$	No significant difference $p > .05$

Graph #1 (Gersten)

Themes 1,2,3,5

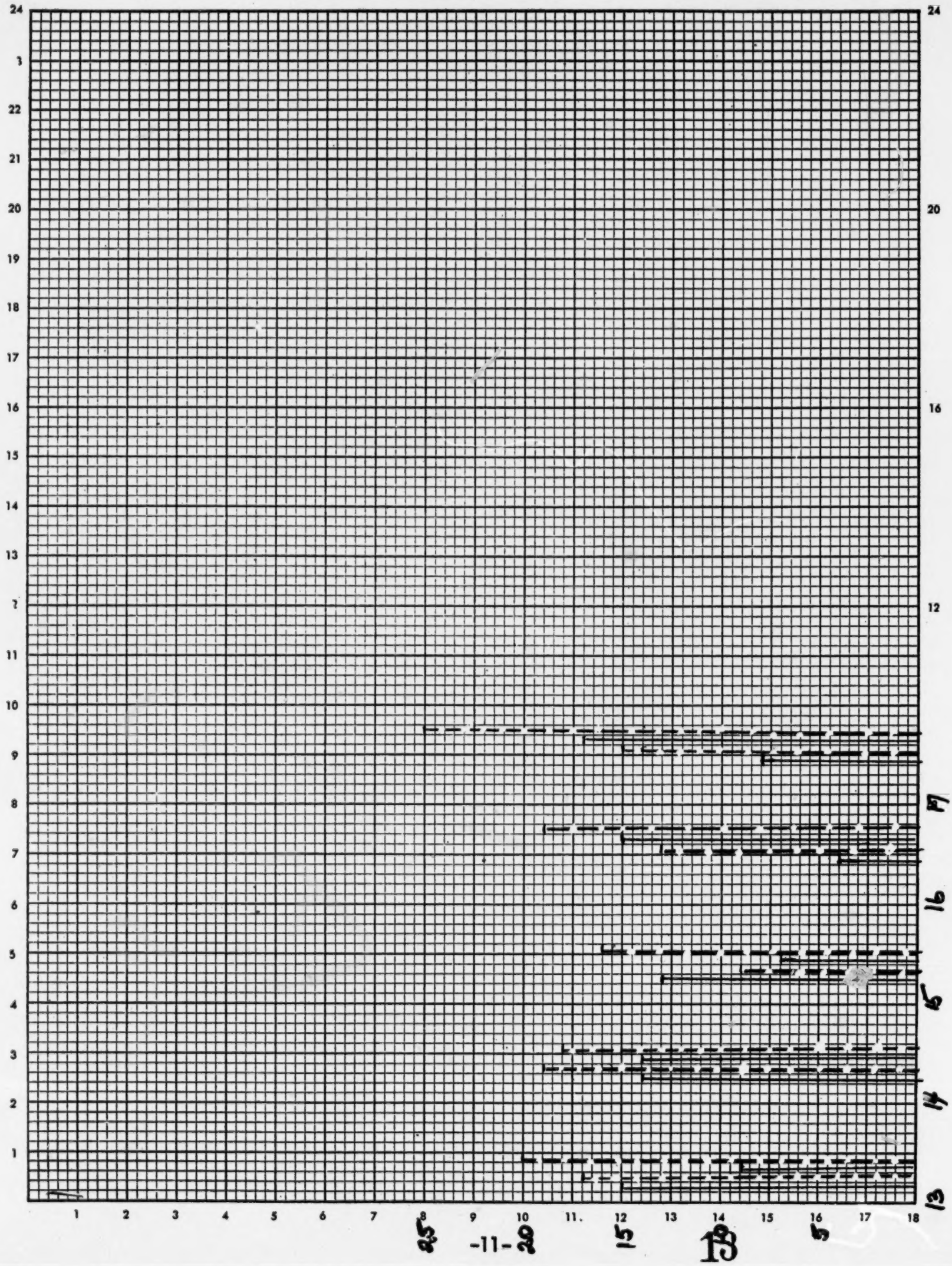
Sections 1 and 2



Themes 1,2,3,5

Graph #1 (Gersten continued)

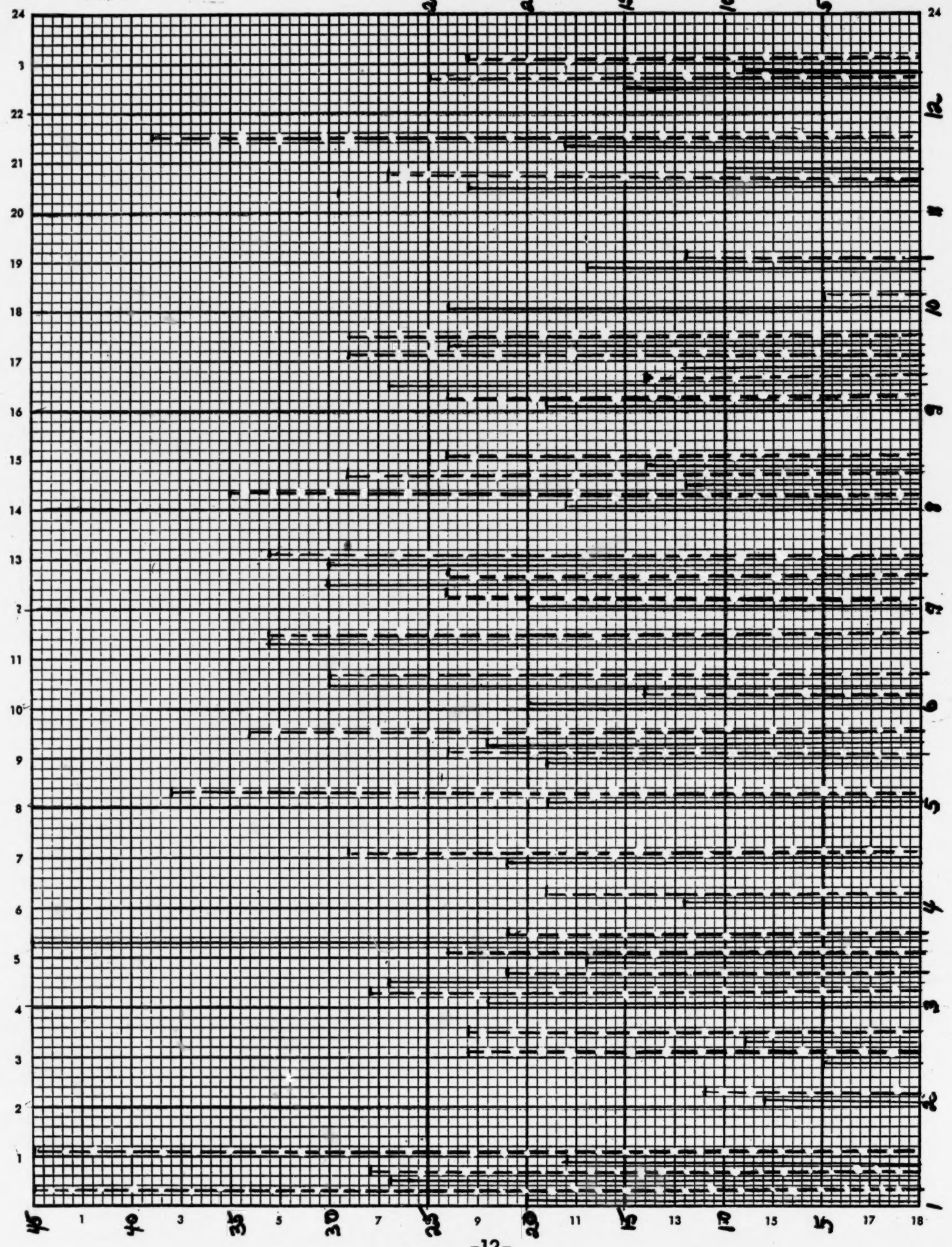
Sections 1 and 2



Graph # 2 (Gersten)

Themes 1,2,3,5

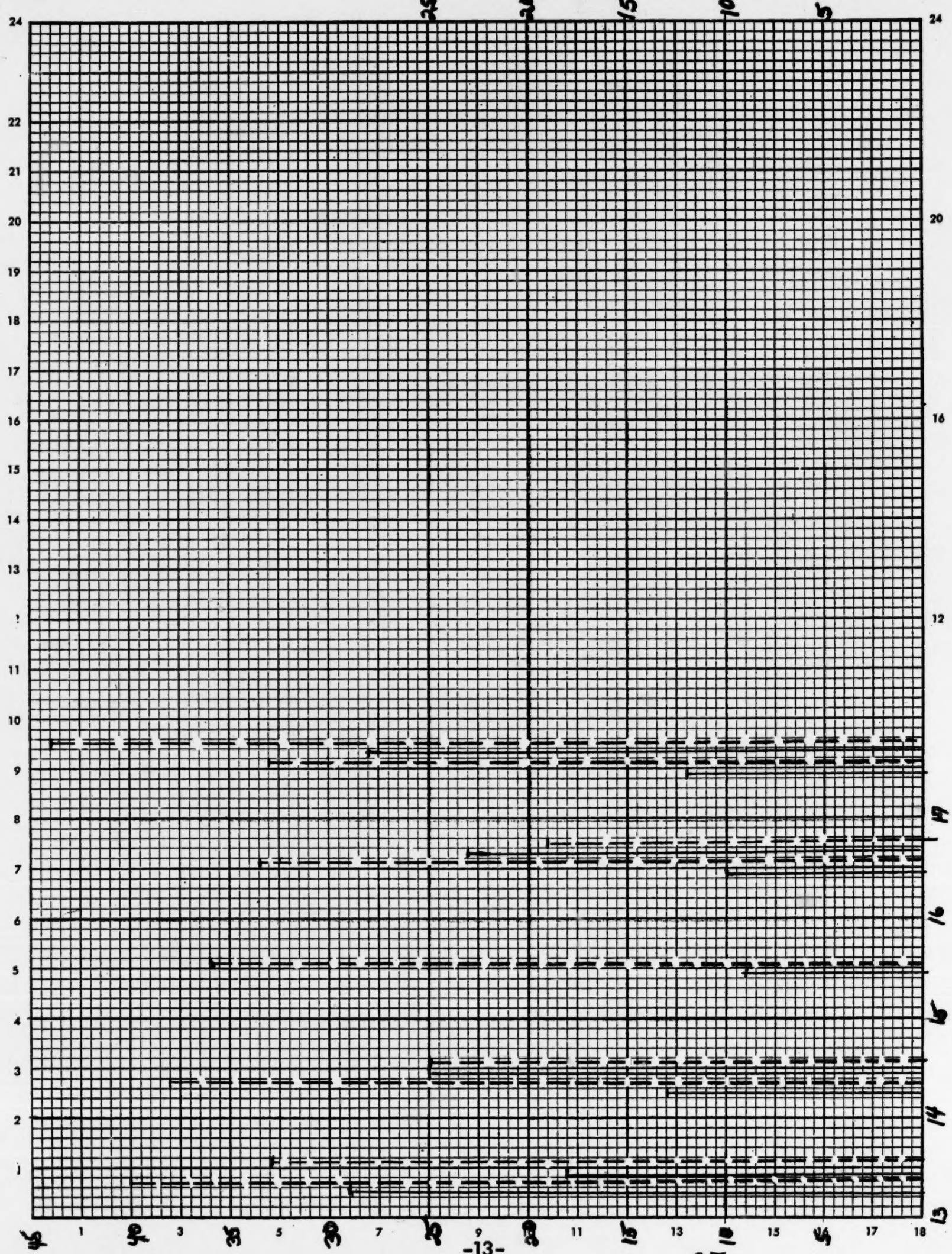
Sections 3,4,5



Themes 1,2,3,5

Graph # 2 (Gersten, continued)

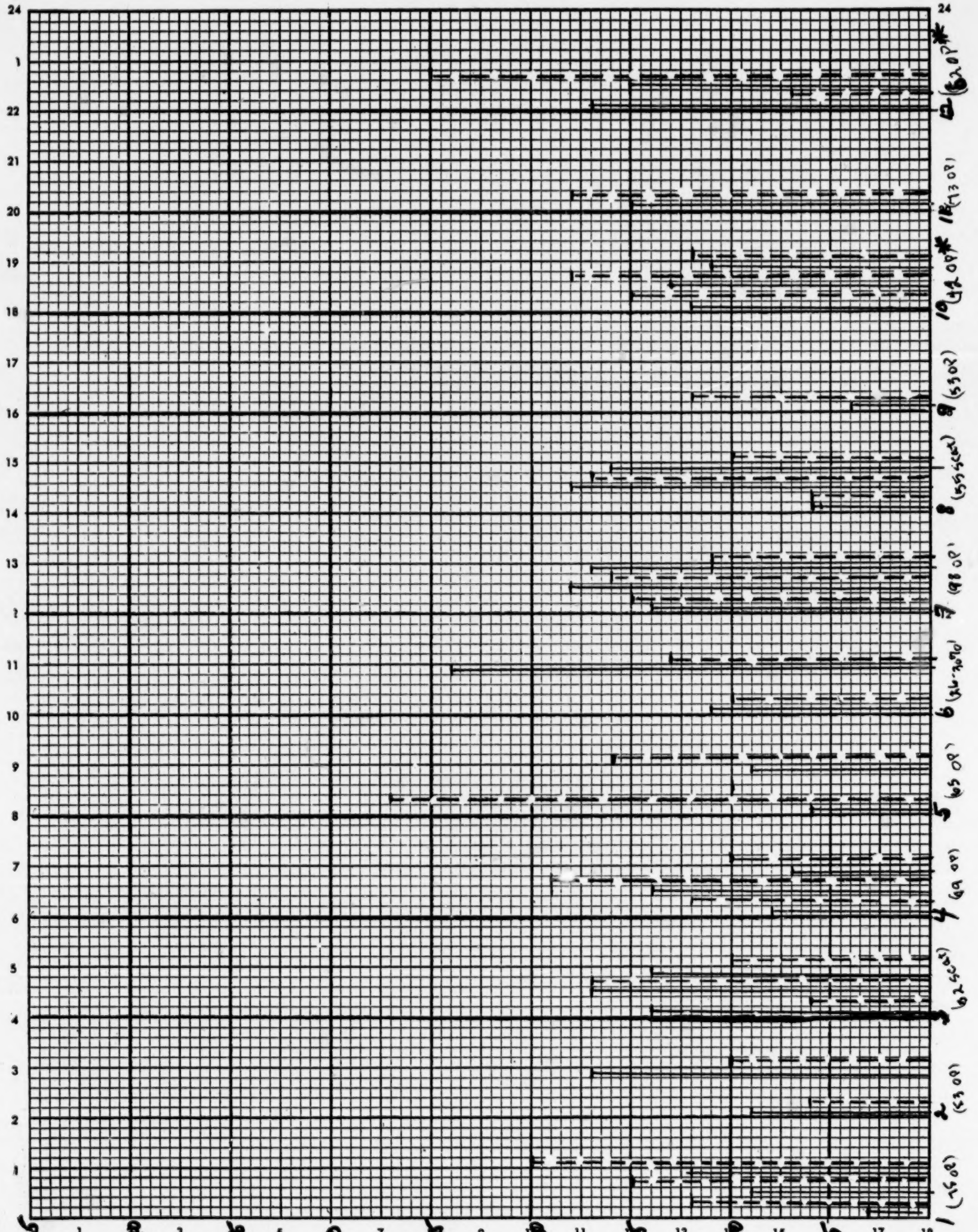
Sections 3,4,5



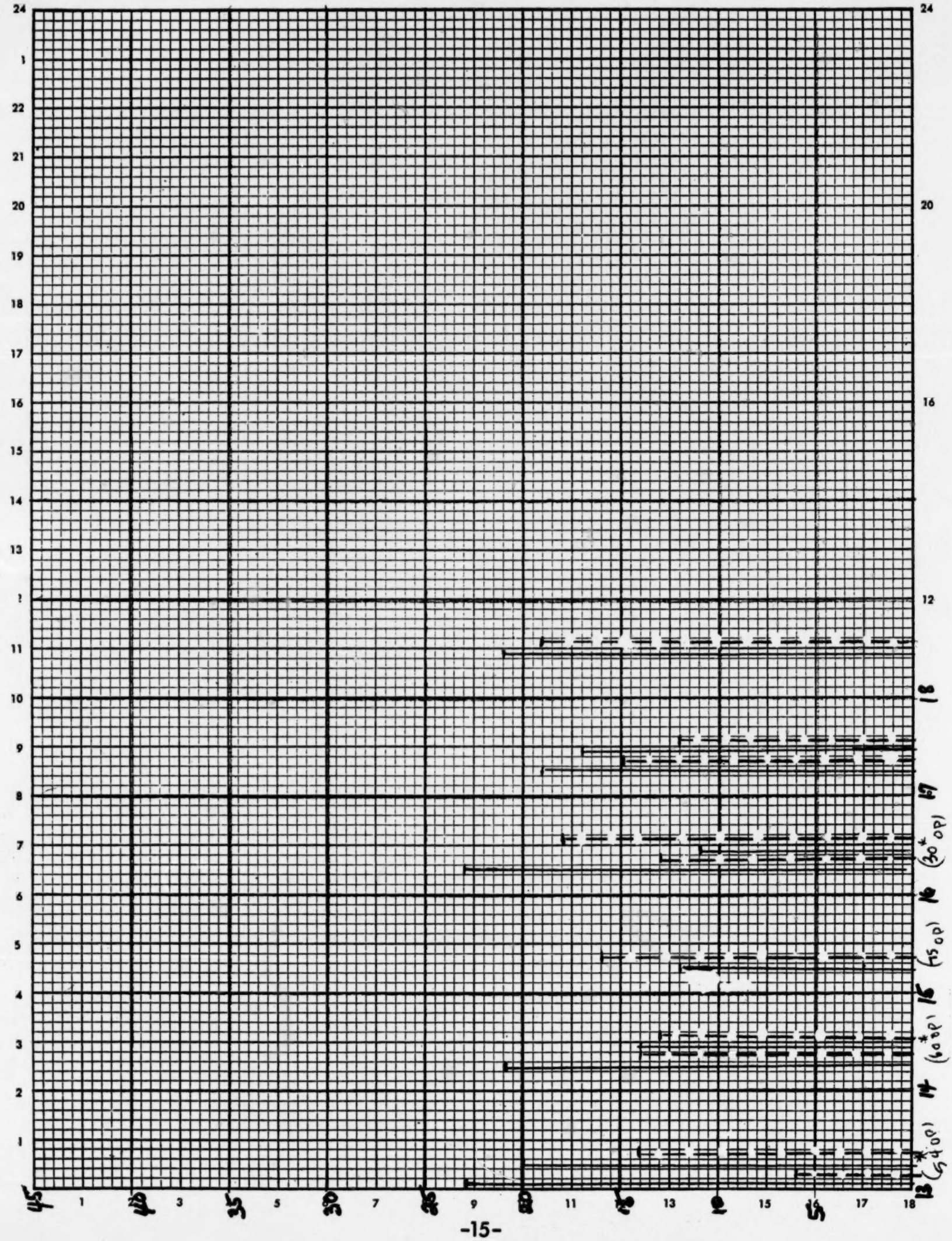
Themes 1,2, 3

Graph # 3 (Gies)

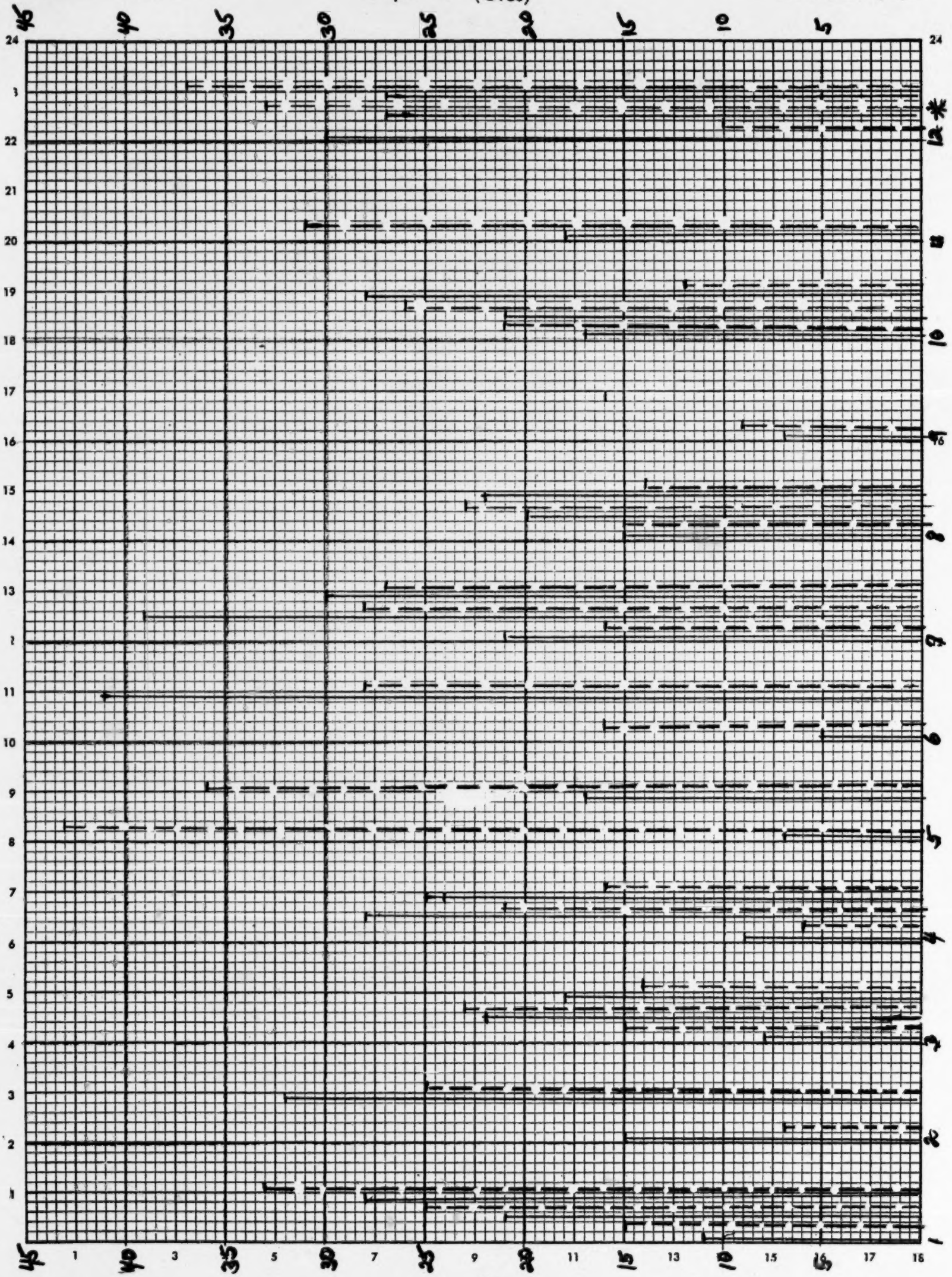
Sections 1,2



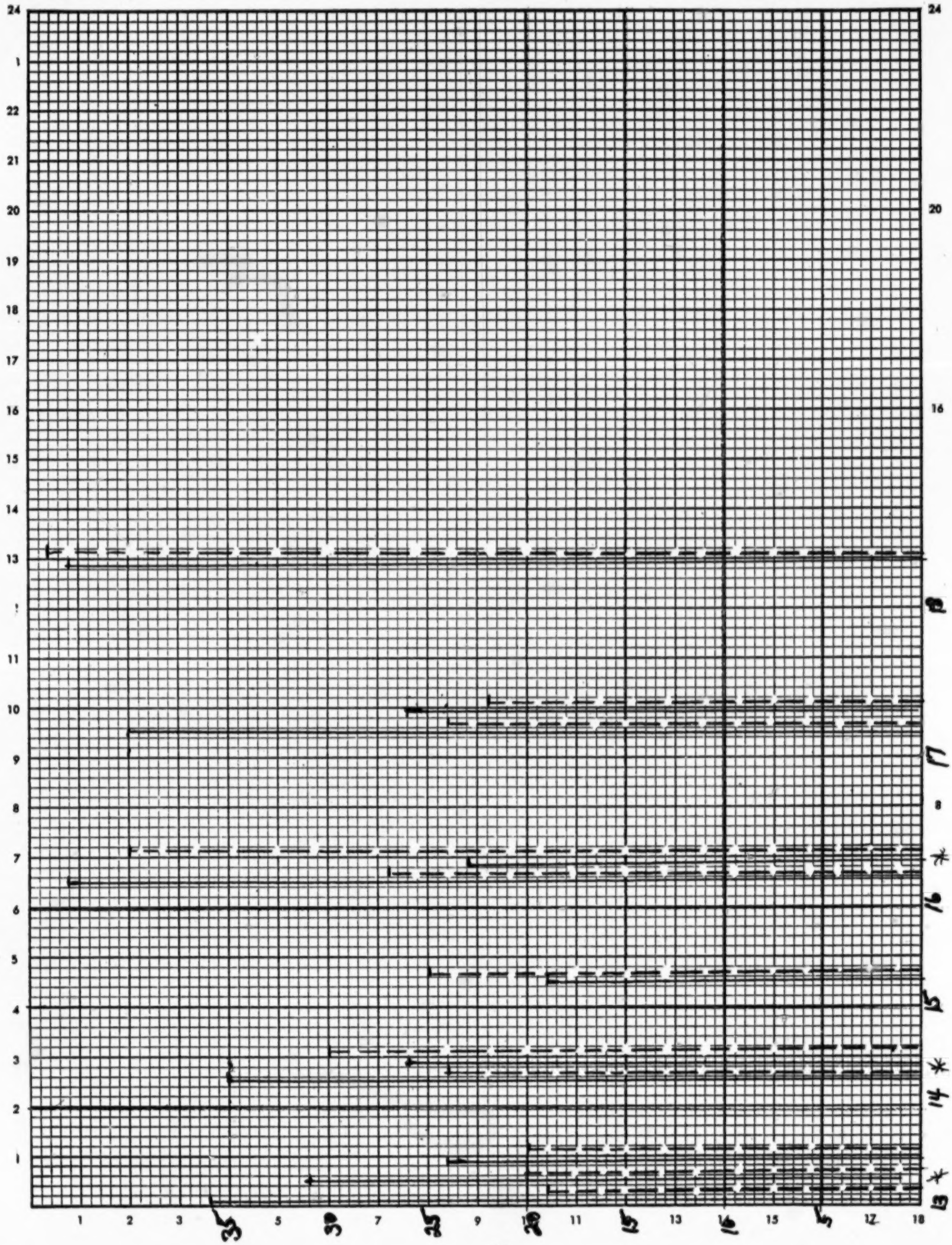
Themes 1,2,3 Graph #3 (Gies,* continued) Sections 1,2



Themes 1,2, 3 Graph # 4 (Gies) Sections 3,4,5



Themes 1,2,3 Graph # 4 (Giès, Continued) Sections 3,4,5



CONCLUSIONS

A. The Behavioral Objective used as an operational definition of a freshman theme composition was effective, as shown by the high coefficient of correlation (r = .743). This score indicates that the behavioral objective can be used consistently with objectivity in grade work.

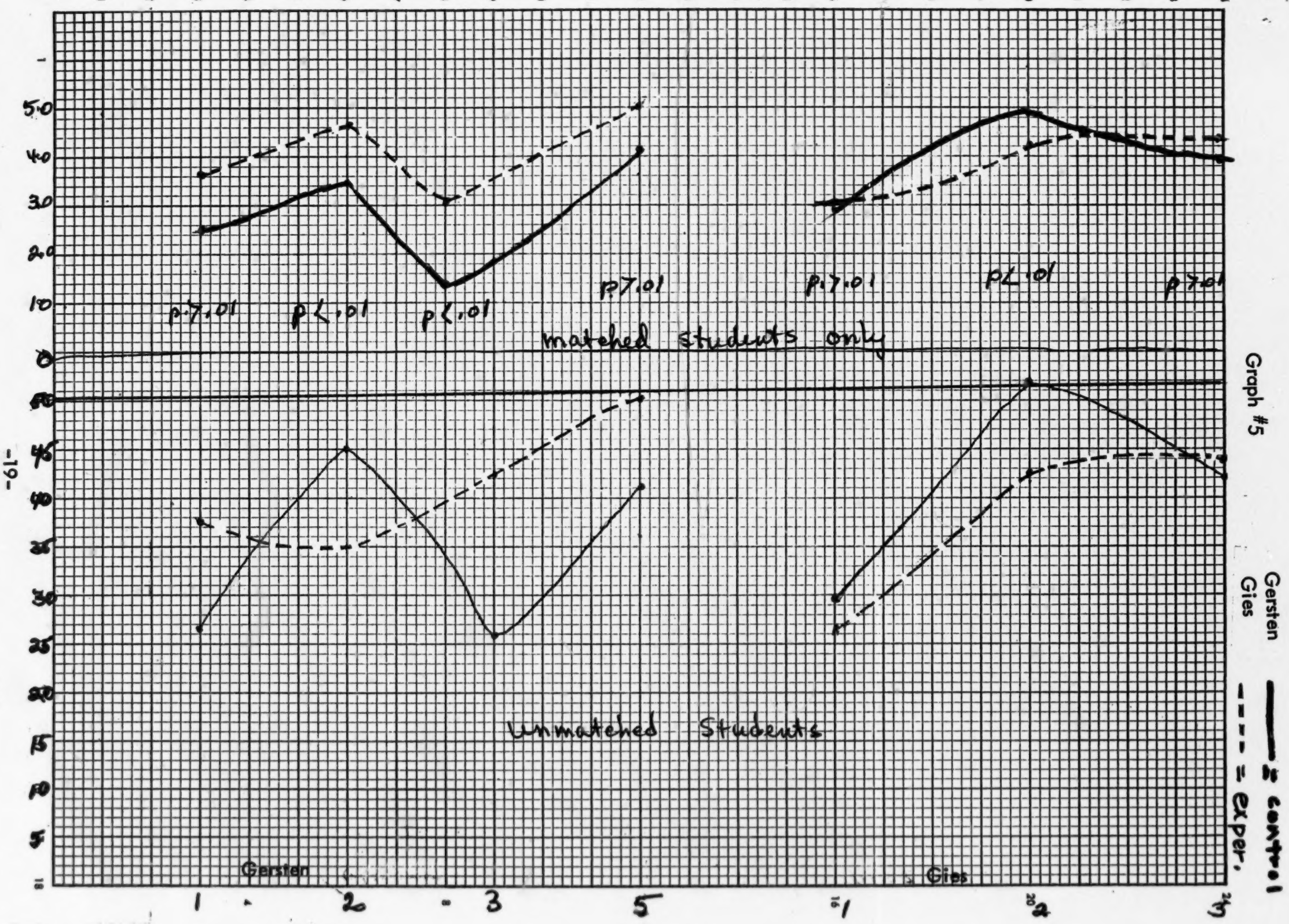
B. Since there was no significant difference in the means between the two methods of instruction except in only one area, the Definition theme, the scores indicate that overall the methods used in each experiment are equivalent. The significant difference found in the Definition theme, however, indicates that the Comparative theme method can be effective in certain kinds of themes, particularly the definition theme and that individual improvements in organization or development may be observed.

RECOMMENDATIONS

A. Evidence is sufficient to recommend that the experiment on the comparative theme method be conducted again including a larger number of experimental and control classes in order to more clearly determine whether or not this particular ability teaches better than the conventional method. It is felt that due to an increased number of absences during campus unrest, a complete analysis of the comparative theme method was inadequate.

B. Evidence is sufficient to recommend that the Behavioral Objective used in attempt to have an instrument to objectively grade work on a consistent basis be tested again with a larger number of classes and with a larger number of graders.

C. Since it is possible that the comparative theme material could be more helpful to students with an Ohio Psychological score in the 50's or 60's or lower, and since the comparative theme method was devised to help students who are unable to organize and develop a thesis statement, a recommendation is made to conduct a comparison of students with various levels of OP scores to which the comparative theme method is presented. It is felt that a sufficient number of students in the lower Ohio Psychological level carried scores with significant level change to consider the above recommendation for experimental material.


p.7.01
p<.01
p<.01
p.7.01
p.7.01
p<.01
p.7.01
matched students only
Unmatched Students
Gersten
Gies
Gersten ——— = control
Gies - - - - = exper.

Graph #5

APPENDICES

APPENDIX A	Behavioral Objective for Grading Themes
APPENDIX B	Sample Score Sheets
APPENDIX C	Ohio Psychological Scores of Matched Students 1. Gersten's classes 2. Gies' classes
APPENDIX D	Comparative Theme material on Cause/Effect and Sample of English Composition II Critical Comparison

APPENDIX A

REVISED SCORE SHEET ON GRADING THEMES

OBJECTIVES FOR GRADING (CHECK LIST)	POINTS
I. Thesis statement: one sentence statement an insightful statement has controlling or limiting term	15
II. Outline (organization): has two to five subtopics to be used for support of thesis statement organization of subtopics (rather than development) each subheading independent example rather than overlapping	15
III. Theme Body: length of 400-500 words uses outline for direction transition within body of theme (both logical and mechanical) development of sub-topics with: 1. creative, original, insightful 2. developed with clarity and relevancy 3. use of controlling terms for unity 4. use of verifiable details, analogies, illus., ex., etc. 5. interesting--in style, diction, sentence structure (has "feel for words") 6. variable and appropriate support.	30
IV. Introduction: ability to direct attention (of reader to thesis and sub-topics.) attitude of writer apparent thesis statement apparent interest in subject aroused support stated or inferred use of transitional devices	15
V. Conclusion: appropriate use of summary, quote, restatement, etc. flexible, according to needs of paper	15

Total number of points possible per theme 90

CONVERSION SCALE	
90	15
89	14.83
88	14.67
87	14.50
86	14.33
85	14.16
↓	↓
80	13.33
79	13.17
78	13.00
77	12.83
76	12.67
↓	↓
70	11.83
69	11.67
68	11.50
67	11.33
66	11.16
↓	↓
60	10.00
59	9.83
58	9.66
57	9.50
56	9.33
↓	↓
50	8.33
49	8.17
48	8.00
47	7.83
46	7.66
↓	↓
40	6.66
39	6.50
38	6.33
37	6.17
36	6.00
↓	↓
30	5.17
29	5.00
28	4.83
27	4.66
↓	↓
20	3.50
19	3.33
18	3.17
17	3.00
↓	↓
10	1.83
9	1.66
8	1.33
↓	↓
1	.17

THEME # 1 - DIAGNOSTIC

NAME (Control Group)		(M.M.) SEC. #1	#2	#3	#4	#5	TOTAL POINTS	Avg. Total Points	(K.L.) SEC. #1	#2	#3	#4	#5	TOTAL POINTS	AVG GRADE
Achurch, Jack Wilson	6301099	1	1	5	1	1	9	11	1	1	5	3	2	12	1.83
Ballance, Barbara Ann	6900350	5	12	20	5	8	50	50	10	10	15	5	10	50	8.33
Barrett, Joseph T	6900380	5	8	10	1	8	32	46	15	15	15	5	10	60	7.66
Beck, David E	6803913	5	1	5	1	1	13	11	5	1	1	1	1	9	1.83
Benne, John Hugh	6803017	5	4	5	2	4	20	16	2	2	3	2	2	11	2.66
Brauch, Carol E	6900984														
Gould, Roseiann	6900845														
Higgins, Tim	6900068	1	1	3	1	1	7	14	3	1	1	10	5	20	2.33
Howard, Teresa	6801164	5	1	5	8	1	20	24	10	1	5	10	1	27	4.00
Johnson, Shirley	6703572	10	5	5	1	1	22	22	10	3	5	3	1	22	3.66
Koenig, Timothy R	6802913	5	1	2	7	1	16	17	5	5	1	1	5	17	2.83
Main, Michael B	6900677	5	1	4	1	1	12	13	5	1	5	1	1	13	2.17
Margiotta, Anthony M	6800187	5	1	5	1	1	13	16	15	1	1	1	1	19	2.66
McCoy, Glenn	6900045	8	5	10	5	1	29	35	10	5	10	10	5	40	5.83
Morrison, Joan S	6803517	1	8	10	2	8	27	30	5	5	5	5	13	33	5.00
Podorski, Victoria A	6900978														
Portley, Mary Jo	6901806	5	5	15	1	2	28	39	15	10	10	10	5	50	6.50
Potts, Elizabeth Rose	6900869	4	1	5	3	2	15	21	5	1	5	5	10	26	3.50
Price, Hope A.	6901179	8	15	15	1	15	54	60	15	15	20	5	10	65	10.00
Roemer, Regan	6900247	5	1	5	1	1	13	11	1	1	5	1	1	9	1.83
Smith, Warren	6800040	5	3	8	1	5	22	29	10	5	12	5	5	35	4.83
Tate, Kenneth D	6900603	5	10	10	8	4	37	34	10	5	5	5	3	28	5.66
Tracy, James M	6900929														
Tusinski, Thomas M	6901452	5	8	15	1	3	32	46	10	10	20	10	10	60	7.66
Wilbanks, Karen	6900809	5	15	20	1	8	49	58	15	10	20	10	12	67	9.66
Williams, James C	6702853	12	10	15	10	8	55	49	10	5	10	8	10	43	8.17

$\bar{X} = 29.636$

$SX = 16.1$

$t = .70$

$df = 46$

No significant difference.

$p > .05$

APPENDIX B

THEME # 1 - DIAGNOSTIC

NAME (Experimental Group)		SEC. (M.M.) #1	#2	#3	#4	#5	TOTAL POINTS	Avg. Total Points	SEC. (K.L.) #1	#2	#3	#4	#5	TOTAL POINTS	AVG. GRADE
Barnett, Linda K	6901746														[illegible]
Brantley, Scott	6900832	8	1	5	1	5	20	23	5	8	5	1	3	25	3.8
Brantley, Vernon C	6900989	5	8	8	5	5	31	31	5	10	5	5	5	30	5.17
Clark, Sharon K	6901185	8	10	20	1	9	48	34	5	3	5	3	3	19	5.66
Cole, Robert	6900387	1	1	5	1	3	11	12	5	5	1	1	1	13	1.83
Delaney, Marifran	6900998														
Doherty, Tom Francis	6900341	8	1	5	1	1	16	21	10	5	3	2	5	25	3.50
Guccione, Linda	6901491	5	1	5	5	10	26	21	3	3	3	1	5	15	3.50
Hoermann, John A	6901512	8	15	20	1	5	49	38	5	7	10	1	4	27	6.33
Hoette, Gary D	6900124	12	1	5	1	1	20	18	10	1	2	1	1	16	3.00
Jare, Barbara	6901147	12	3	5	10	1	31	26	4	4	4	4	4	20	4.33
Kajszo, Dennis M	6900179	8	12	14	1	15	50	49	10	5	15	5	12	47	8.17
Lieb, Richard John	6900810	8	1	7	1	1	18	27	10	5	10	5	5	35	4.50
McWilliams, Daniel	6901008	10	5	5	5	1	26	31	10	5	5	10	5	35	5.17
Meier, Lyn Ann	6902024	5	1	5	1	3	15	13	5	1	2	1	1	10	2.17
Menderski, Tom D	6900198	4	1	5	5	1	16	17	5	3	3	3	3	17	2.83
Rinderknecht, James L	6900571	5	10	20	1	10	46	36	5	10	5	1	5	26	6.00
Roady, Thomas W	6802185	1	3	5	1	3	13	20	5	8	5	5	3	26	3.33
Rohr, Patricia A	6900191	5	1	3	10	8	27	25	3	3	1	10	5	22	4.17
Rozanski, Judith	6900254	1	1	2	1	4	9	7	1	1	1	1	1	5	1.17
Rozanski, Patricia	6900016	8	10	15	5	1	39	37	5	10	10	5	5	35	6.17
Russo, Joseph J	6800563	8	4	8	7	2	29	24	5	3	3	3	5	19	4.00
Sadler, Billie	6901520	8	1	5	1	2	17	23	5	3	5	5	10	28	3.83
Seres, Benjamin	6800205	4	1	5	1	10	16	24	5	10	5	1	10	31	4.00
Smith, Denise Mary	6900744	1	5	15	1	1	23	24	5	5	5	3	5	24	4.00
Stieferman, Joyce	6930434	8	1	5	15	1	30	31	10	5	5	7	5	32	5.17
Wiegers, Jerome F	6400593	8	1	4	1	5	19	14	5	1	1	1	1	9	2.33
Wilhelm, Donald	6900963	8	15	25	15	10	73	69	15	15	15	10	10	65	11.50
							X = 26.7308								
							SY = 12.65								

	NAME		Age	Sex	OP Score	TOTAL POINTS	GRADE	SEC. #1	#2	#3	#4	#5	TOTAL POINTS	GRAD
	Achurch, Jack Wilson	6301099	26	m		no score								
	Ballance, Barbara Ann	6900350	19	F	83									
	Barrett, Joseph T	6900380	19	M	89									
	Beck, David E	6803913	19	M		GREQ 114								
	Benne, John Hugh	6803017	21	M	55	(SCAT)								
14	Brauch, Carol E	6900984	20	F	59		Rozanski, P.	29		F		63		
10	Gould, Roseiann	6900845	19	F	78		Stiefermann	19		F		71		
9	Higgins, Tim	6900068	19	M	75		Lieb, R.	19		M		76		
2	Howard, Teresa	6801164	20	F	53		Meier	19		F		54		
5	Johnson, Shirley	6703572	34	F	52	(SCAT)	tried also Guccione	19		F		57	(SCAT)	
4	Koenig, Timothy R	6802913	21	M	79	(PSAT)	Hoette	20		M		78		
5	Main, Michael B	6900677	19	M	64		Wilhelm	20		M		68		
6	Margiotta, Anthony M	6800187	21	M		26%ile	Seres, B	20		M		32nd %ile		
7	McCoy, Glenn	6900045	19	M	93		Mc Wms	19		M		101		
16	Morrison, Joan S	6803517	29	F	22		Barnett, L	19		F		42		
17	Podorski, Victoria A	6900978	19	F	61		Rozanski, P	19		F		62		
	Portley, Mary Jo	6901806	29	F		no score								
8	Potts, Elizabeth Rose	6900869	19	F	55	(SCAT)	Guccione	19		F		57	(SCAT)	
18	Price, Hope A.	6901179	19	F	102		Delaney	19		F		93		
1	Roemer, Regan	6900247	19	M	55		Doherty	20		M		52		
12	Smith, Warren	6800040	20	M	43		Rinderknecht	24		M		40		
11	Tate, Kenneth D	6900603	19	M	74	(OSU)	Kajs 30	19		M		72		
	Tracy, James M	6900929	19	M	81									
13	Tusinski, Thomas M	6901452	20	M	59		Menderski	19		M		65		
3	Wilbanks, Karen	6900809	19	F	54		Rohr, P	19		F		55		
	Williams, James C	6702853	20	M		no score								

+ 8 Unmatched

+ 10 Unmatched

	NAME	Age	Sex	Score		TOTAL POINTS	GRADE		Age	Sex	Score		TOTAL POINTS	GRADE
	CONTROL GROUP:							EXPERIMENTAL:						
1.	CRABTREE	19	F	51				Ounast	19	F	53			
	Barnett	19	M	78				Pierce, Jeff	19	M	78			
	Berne, Rbt,	24	M	55				Farace	24	M	51			
	Davault	20	F	64				Berry, Pat	19	F	62			
5.	Gres ham, R.	20	M	55				Smith, Ger.	19	M	55			
	Gruenwald, G.	20	M	49				Kineely, M.	20	M	49			
	Kelly, Jas.	20	M	51				Smith, Ted.	19	M	51			
	Krueger, Pat	20	F	50	(SCAT)			Hanna, Pat	20	F	61	(Ohio Psyc)		
				78	(High Sch.	Av)	or				72	High S. Average		
								Friselle	20	F	77	High Sch. Average		
											37	(Ohio Psych)		
	Mann, Br.	20	M	53*				Cassidy, D.	20	M	55*			
10.	McClain, S.	20	F	65				Kilper, J.	20	F	67			
	Merle, M. E.	19	M	57				Haupt, J.S.	19	M	59			
	Moreth, S.	24	F	3.5	(H S A)+			Garrison, W.	35	F	3.0	(H S A)+		
	Morgan, K.S.	19	F	54				Houston, P.	19	F	55			
	Corbett, S.A.	19	F	58				Bush, L.S.	19	F	58			
15.	Rider, R.	23	M	45				Jevaux, S.	26	M	45			
	Robinson, R. (Comm I--B)	23	M	55	(SCAT)			Strzelec, J. (Bak Wr--C)	19	M	58	(SCAT)		
	Weaver, C. (Comm I--B)	18	M	67				Quick, D. (Comm I--C)	19	M	64			
	Wicklund, J.S.	19	M	56	(SCA T)			Vogel, J.W.	21	M	51	(SCAT)	BOTH COMM.	
19.	Zigler, Ken D. (FVCC 3.5 GPA)	19	M	71				Hatley, M. (FVCC GPA 4.0)	32	M	90	(SCAT) (HSEA 77)		

* Based on (SCAT x 2 + HSEA) ÷ 3

\+ No stat. info--special student.

Matching incomplete on 4 more students each group.

NAME (Control)	STUDENT #	SEC.	#1	#2	#3	#4	#5	TOTAL POINTS	GRADE	SEC.	#1	#2	#3	#4	#5	TOTAL POINTS	GRADE
BARNETT, R.	6900153																
BERNE, R.	6400813									Bergmeyer	19	F				85	85
BOTKIN, L.	6905688		19	F	no info (Sp. st.)					~~Bergmeyer~~	~~19~~	~~F~~				~~85~~	~~85~~
CERTA, J.	6902947		24	F	GED	73 (Scat)											
CORBETT, S.	6804190									Fvccar	3.0						
CRABTREE, R.	6900139																
DAVAULT, A.	6901160																
DEMEY, S.	6905243		18	F	87	104				Gardner	20	M				78	90
GRESHAM, R.	6900553																
GRUENWALD, G.	6900042																
KELLY, J.	6901757																
KRUEGER, P.	6800738																
MANN, B.	6902752																
McCLAIN, S.	6901208																
MESLE, M.	6901699																
MORATH, S.	6905550																
MORGAN, K.	6900101																
RIDER, R.	6902053																
ROBINSON, R.	6901725																
SCHAEFERMEIER, P.	6900160		19	F	79	44				Trisella	20	F				77	37
SHELTON, R.	6905520		41	I	84	66 (Scat)											
SPITZNAGEL, S.	6905884		18	M	no info					Ambuehon	~~19~~	~~M~~				~~70~~	~~5~~
STABILE, C.	6902191		19	F	87	45				Zilch	19	M				70	4
WEAVER, C.	6902076																
WICKLUND, J.	6900320									Ambuehon	19	M				70	51
ZIGLER, K.	6900413																

Clark, H.

APPENDIX D

Example of Comparative-Theme material using Cause/Effect Rhetorical Category (and sample of English Composition II critical comparison).

Paper 1

Family Life AND Juvenile Delinquency

INTRO In each case of juvenile delinquency there are definite causes. It is not easy to say just why certain children become problems and others grow up to be same and normal individuals, but undoubtedly, one of the main causes of juvenile delinquency is an unstable and insecure home life.

Watch for Support:
(in each paper)

Aspects of insecure home:

1 -

2 -

3 -

4 -

Paper 2

– 2 papers on same topic

INTRO There are many ways in which parents can turn their children into juvenile delinquets. The overall process is not really complicated once a few basic techniques have been learned. Once mastered, these techniques will produce the desired end result: a dirty-mouthed, cigarette smoking, hub-cap stealing, street-fighting, greasy-haired, tight-slacked, leather-jacketed, bona-fide, dyed-in-the-wool, rather-than-switch-delinquent.

Causes (techniques for causing) of juvenile del:

1 -

2 -

3 -

4 -

BODY In the last twenty-five years, the home and family life has become much less important to both young and old. Home life is important because of the vital significance of the family as "the cradle of personality." During the early years in and through the family are established the basic reaction pattern of thinking and feeling, the norms and values that assert a durable, persisting influence upon the individual's life. The way the family lives and in what realm of living they exist in, influences juvenile delinquency. Mental attitudes affected by physical surroundings, the care and love of the parents for a child may be subjected to severe strains due to conditions of bad housing. A good home is not a matter of just wallpaper, pretty rooms, solid furniture or even cleanliness. Every child need to know his parents love him, want him, and enjoy him; that he matters to someone, and

BODY The first process is the one I call the "don't-bother-me-I'm-busy" process. Begin this technique early in the child's life, when he first starts to express a curiousity about his environment. For example, fathers, when your child runs up to you, while you are reading the newspaper, and asks you, "Daddy, what makes the sky blue, instead of green?", your reply should be, after first emitting a grunt of disapproval, "Don't bother me now, I'm reading an important article about the balance of payments deficit." This type of reply serves a two-fold purpose. First, the grunt of disapproval shows that his question is displeasing to the parent. If this technique is repeated often enough during the child's life, he will soon come to feel that his actions are all displeasing to you, his parent. Upon reaching adolescense, when he will quite naturally begin to assert in a manner which he feels will, in fact, displease you. Secondly, your reply to his question should always be of the same type as the one previously mentioned. Always use important

BODY (cont'd) that there are people around him who care what happens to him. Also, every child needs to know his home is a place of safety; that his parents will be at hand in time of need and that he does belong to and is an important member of the family. The lack of these things to a child can have serious affects on the child's mental attitudes.

It can't be overemphasized that a child's family is the most important influence in shaping his personality and character.

BODY (cont'd) sounding words which are abstract in meaning to the child. In reference to the example, the child has no idea of what a "balance of payments deficit" is, but to him, the words symbolize something of importance. This type of reply will make his question seem trivial, and will cause him to feel that his natural curiousity is, in consequence, trite and unimportant. A squelching of natural curiosity is important, for the child who loses interest in the world around him develops into an adolescent who ceases to care about any and all things, an attitude which is a prince cause of delinquency.

Another important rule to follow is to instil in the child a low opinion on himself. This is important because a person with a low opinion of himself cannot develop a high regard for others. Delinquents, in most cases, have a very low opinio of other people, which, in turn, causes them to regard society in general (~~and to rules, mores, and customs~~) with disdain to instill a low opinion of himself into a child, there are two basic tech-

BODY
(cont'd) niques which are quite useful. The first of these is the "I-was-a-better-child-than-you-are" process. In using this process, always remind the child how hard things were when you were young. When he comes home from school and tells you that he will need five dollars for a bus fare, remind him, in a painfully reminiscent way, that you had to walk to school and back everyday, through blizzards, and through snowdrifts four feet high, and you were only a small child, only three feet tall. This will make his request seem ridiculous, and will cause him to feel that he is less of a person than you. Mother, when the child complains about carrying out the trash, tell him how you had to get up at four in the morning to finish all your household chores before going to school.

Repeat this process often, and your child wi' come to have a how opinion of himself. The secon process involved is that of ridiculing his mistake ~~Nothing will give a child a low opinion of himsel~~ ~~The second process involved is that of ridiculing~~ ~~his mistakes~~, especially when his efforts are

BODY
(cont'd) earnest.

Cause #3 - c.f. affection

The third technique is never to show any affection or praise his accomplishments. A child perplexed with an emotional problem needs, figuratively speaking, a parents shoulder to cry on, to let his emotions pour out. Deny a child the right to this natural emotional effect, and he will find other ways to let loose of his emotions, such as vandalizing and destroying others' property. Never praise his accomplishments especially when they are exceptional, and he will find other ways of getting attention, such as drag-racing up and down main street, getting drunk to impress his friends, and the other actions in which delinquents engage themselves in order to gain attention and impress others.

Cause #4 - c.f. sex

Last, but perhaps most important of all, make a deliberate effort to have sex appear to be dirty, filthy, and tawdry. When the child reaches the age where he begins to ask certain questions; deliberately give the impression that such things are not discussed by respectable people. Make him feel that sex is taboo, and

4- within #4 - cause/effect of sex taboo

BODY
(cont'd) wrong to discuss, or even to think about. Thus, when he begins to have natural emotions, he will develop a feeling of guilt. Learning that these drives are natural, but having been taught that they are sinful, he will be perplexed. Knowing that he cannot solve his perplexity by going to his parents for advice, he will seek help from other sources, such as pornography and street corner discussions with the guys. In this way, he will get a distorted, often abnormal view of sex. Though it may sound Fruedian, it is true that a person with a distorted view of sex will have a distorted view of life, and a prime cause of delinquency is a distorted view of life, or in other words, an unrealistic outlook on life.

effects

CONCLUSION

In this home life, a child acquires a sense of right and wrong. Here he first experiences social interactions and becomes conscious of standards, goals, values, and the formulation of judgment. Here he is a member of a unit, the first stage upon which he learns to imitate his elders as he begins his awakening into a fuller knowledge of the world about him.

CONCLUSION

Of course, these are not the only techniques which may be used to develop a normal child into a delinquent. But, if used, it most certainly will produce the desired end result: a dirty-mouthed, cigarette-smoking, hub-cap stealing, street-fighting greasy-haired, tight-slacked, leather-jacketed, bona-fide, dyed-in-the-wool, rather-fight-than-switch delinquent.

COMPARISON OF TWO SHORT 102 PAPERS ON AN ANLYSIS OF MISS WATSON'S ROLE IN HUCKLEBERRY FINN, USING SOME COMMENTS FROM CRITICS AS STARTING POINT.

paper 1:

Miss Watson's role in Huck Finn

In the article written by Leo Marx about Huckleberry Finn, Marx presents his views on the novel critically and objectively. I am going to write on the role which Miss Watson plays in Huckleberry Finn. My sources of information will be the novel itself, and Mr. Marx' analysis of the novel.

Miss Watson's role in Huckleberry Finn is the part of a minor character. We see her in the first three chapters and conclusion of the novel. She is the Widow Douglas' sister and the Widow is Huck's guardian. She constantly pecks at Huck for poor behavior. "Don't put your feet up there, Huckleberry," and "Don't scrunch up like that, Huckleberry--set up straight." Her intentions are good but as the author points out, she is a detriment to Huck's freedom. Marx also believes that Huck and Jim's freedom is really freedom from which everything Miss Watson stands for. Good evidence of this is stated clearly in the novel. "Then she told me all about the bad place, and I said I wished I was there. She got mad then, but I didn't mean no harm. All I wanted was to go somewheres; all I wanted was a change, I warn't particular." Therefore, Marx' statement about Miss Watson being the "Enemy" is true in the critical analysis of the novel.

As far as Miss Watson's role in the conclusion of the novel her impact was great. Although she is dead in her will it is her wish to let the negro slave Jim go free. Thus, the plan by Tom Sawyer of Jim's escape was really Tom's personal need for adventure.

As Marx pointed out in his article Miss Watson's change of heart is actually characteristic in the change of the people toward Huck and Jim at the conclusion of the novel. I do agree with Marx in his analysis of Miss Watson's role in the novel simple because, as I have pointed out, the examples are there to read and understand in the novel.

paper 2:

Miss Watson

Huck Finn is brougnt up in that section of the country known as the "bible belt". The morality and traditions of the people in this section are of that pecular type which will allow them to imprison and chain a man, feed him bread and water, and at the same time to visit him to see if he is "comfortable" and "pray with him". It is Miss Watson who symbolizes everything that this "respectable" code of the frontier portends; indeed, she represents the system from which Huck and Jim are running away.

Miss Watson is always portrayed as trying to force the prevailing code of respectability on Huck, but Huck's natural instincts and objective point of view refuse allowing him to accept her code. Her beliefs, moreover, contain a long list of things which, to an ignorant frontier lad like Huck, are almost impossible to cope with. When Miss Watson says "Don't put your feet up there, Huckleberry"; and "Don't scrunch up like that, Huckleberry--set up straight"; her tone is that of one who has an unsympathetic feeling for anyone who would have a view contrary from her's. But, as Mr. Leo Marx points out, when Miss Watson is faced with the prospect of either keeping her word to Jim by not selling him, or to sell him for $800, her greed wins out. Accordingly, these repressive and contradictory beliefs are largely responsible for Huck and Jim's flight to freedom.

Huck and Jim's flight to freedom, it may be interesting to note, ends in defeat, according to Mr. Marx. It is his contention that Miss Watson's system is victorious over Huck; indeed, he states that "Huck's decision to go west ahead of the inescapable advance of civilization is a concession of defeat." I believe that Mr. Marx errs here. Huck's decision "to light out for the territory ahead of the rest" is indeed a great victory for Huck. It means that Huck has attained a moral maturity which will not allow him to return to Miss Watson's form of society.

Thus, Miss Watson's role is basic to the central controversy of the whole novel. It is her idea of right and wrong that Huck is thinking about when, after writing a letter to Miss Watson, he says, "I'd got to decide, forever, betwixt two things, and I knowed it." Huck's decision, moreover, not to return to Miss Watson's society shows that he recognizes the system for what it actually is as he says "I can't stand it."

ANALYSIS OF EACH PAPER ON
AN ANALYSIS OF MISS WATSON'S ROLE IN HUCKLEBERRY FINN

Paper 1 (C/D CATEGORY

Despite the fact that the paper has a most interesting point, there are numerous problems. We can see that the logic in paragraph one is not clear; also, the title needs to be something like, "The Author's Use of Miss Watson's Role in Huck Finn". The main problem, however, is that the student's ideas are not clearly differentiated from those of the ideas of the critic, Leo Marx. The paper needs to first start with the student's ideas (thesis: role of Miss Watson is to serve as a detriment to Huck's freedom) and then introduce the ideas of the critic. Also, in line 9, the author of the book, Huck Finn? Poor transition is also evident in the second paragraph, about mid-way.

Paper 2 (B CATEGORY)

Despite the fact that the paper has clear differentiation between the student's ideas and the critic's, there is one interesting problem evident. It is simply that, although the student has made the point that he disagrees with the critic, Leo Marx, in his contention that Miss Watson's system is victorious over Huck, he has not supported in clear, logical argument his avowed disagreement with the critic. He, in fact, simply states that he does disagree with the critic, and that when Huck strikes out for the "territory", it is a victory over her. To make a good paper into a much better one (A), then, the student must show from his own bag of tricks how he can support the theory that Huck has attained a moral maturity "which will not allow him to return to Miss Watson's form of society".